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ABSTRACT

This publication is the sixth in a series of publications that explain the present curriculum planning process for home economics education for the schools of New York and provide resource materials to aid in course planning. The book is intended as an aid to home economics teachers on levels III, IV, and V (grades 9 through 12) in clothing and textiles instruction. The sample modules are grouped by instructional level and include emphases on management, buymanship, leisure, career, health and safety, and relationships. A chart presenting the scope of learnings covered by the modules precedes each instructional level group. Each module follows a typical format that includes the following parts: learning outcomes, behavioral outcomes, suggested learning experiences, Future Homemakers of America experience, suggested measurement of student programs, and related module titles. The modules can be used as they are, can be adapted to fit the local situation, or can be models for producing other modules. (LRA)

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HOME ECONOMICS EDUCATION
**CLOTHING AND TEXTILES
MODULES**
Samples for Levels III, IV and V



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Curriculum Development
Albany, New York 12234
1980

AUG 4 1980

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FOREWORD

This publication, *Clothing and Textiles Modules, Samples for Levels III, IV, and V*, is the sixth in a series of publications which explains the present curriculum planning process for home economics education for the schools of New York State, and provides resource materials to aid in course planning. The titles of all six publications appear in the Introduction.

The first two explain curriculum planning for the four subject areas and their six interrelated content emphases. The first volume deals with grades 5 through 8 and contains sample modules for all of the 24 subject matter categories. The second volume covers grades 9 through 12. It gives guidance for curriculum planning procedures and criteria for a Regents diploma with a Group 2 major sequence in home economics education. That volume contains two course outlines of teacher-planned courses which were part of an extensive field test of the efficacy of the current curriculum planning guidelines. One of the courses (presented as models) has a subject-area focus, the other a content-emphasis focus. One instructional module was also included in that volume to serve as an example for new modules.

The third volume contains a variety of instructional modules for the human development subject area, illustrating interrelationships with the six content emphases. The fourth and fifth volumes follow the pattern of the third volume; the fourth on housing, furnishings, and equipment; and the fifth on food and nutrition.

Each of these publications provides a variety of instructional modules to serve as resource material for planning courses in its subject area. The modules in each can be used as they are, can be adapted to fit the local situation, or can be models for producing other modules. The content of the present publication is similar to the others, but covers clothing and textiles.

All publications in the series deal with home economics as preparation for the occupation of homemaker rather than for the development of marketable skills.

The modules in this volume were selected from those produced by home economics teachers in workshops on the graduate level sponsored by the State Education Department. The modules were then revised by Marcia Tollar, former home economics teacher at Iroquois Central School, Elma, New York.

A statewide curriculum advisory committee did the original planning for the series of which this volume is a part. Names of the members of that committee appear on page iv of *Home Economics Education Curriculum Planning Guidelines, Levels I and II*.

The curriculum design of this publication and of the series was the joint responsibility of the Bureau of Occupational Education Curriculum Development, G. Earl Hay, Chief, and of the Bureau of Home Economics Education, Elizabeth A. Brown, Chief. The subject matter content is the responsibility of the Bureau of Home Economics Education, particularly Pearl P. Campbell, Associate. E. Noah Gould, Associate in the first bureau named above, aided in organizing the content and then edited the manuscript and prepared it for publication. Comments about the publication and the series are solicited and should be directed to either Mr. Hay or Miss Brown.

Bureau of Occupational Education
Curriculum Development
Bureau of Home Economics Education

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INTRODUCTION

The present approach to the planning of programs and development of instructional materials in home economics uses four subject areas and six content emphases. The subjects areas are: Human Development; Housing, Furnishings, and Equipment; Food and Nutrition; and Clothing and Textiles. The content emphases are: Management, Buymanship, Leisure, Career, Health and Safety, and Relationships.

This approach to home economics curriculum planning replaces the approach described in *Home Economics Education Syllabus for a Comprehensive Program* published in 1965 and reprinted in 1972. However, the *Syllabus* remains a valuable reference for home economics education.

Specific suggestions for planning and writing home economics curriculum for State diploma credit are contained in two sections of this publication. They are "Steps in Planning a Course of Study" and "Guidelines for Evaluating and Editing Home Economics Curriculum Modules."

The titles of the volumes now completed in the Home Economics Curriculum series (including the present one, Vol. 6) are:

- Vol. 1. *Home Economics Education Curriculum Planning Guidelines, Levels I and II*
- Vol. 2. *Home Economics Education Curriculum Planning Guidelines, Levels III, IV, and V*
- Vol. 3. *Human Development Modules, Samples for Levels III, IV, and V*
- Vol. 4. *Housing, Furnishings, and Equipment Modules, Samples for Levels III, IV, and V*
- Vol. 5. *Food and Nutrition Modules, Samples for Levels III, IV, and V*
- Vol. 6. *Clothing and Textiles Modules, Samples for Levels III, IV, and V*

The six volumes contain *Scope of Learnings* charts. Such a chart usually covers one instructional level of one or more subject areas and shows suggested learning outcomes for each content emphasis. These charts and their locations in the six volumes are:

Levels	Subject Areas	Vol.	Pages
I and II	All four	1	16-17 and 52-53
I and II	All four	2	10-11 and 12-13
III, IV, and V	All four	2	14-37
III, IV, and V	Human Development	3	4-5, 28-29, and 50-51
III, IV, and V	Housing, Furnishings, and Equipment	4	10-11, 32-33, 54-55
III, IV, and V	Food and Nutrition	5	10-11, 26-27, 42-43
III, IV, and V	Clothing and Textiles	6	10-11, 26-27, 42-43

Definitions of terms used above are on pages 1-3 of both Vols. 1 and 2. Each of these two volumes also has a complete glossary of terms.

ARRANGEMENT OF THE PRESENT VOLUME (Vol. 6)

The content of this book is intended as an aid to home economics teachers on levels III, IV, and V (Grades 9 through 12). Some pages can be duplicated for student use, but the material is primarily for the teacher. The arrangement of the material is also for the teacher's convenience.

The Chart of Clothing and Textiles Modules on the next page shows the titles of all modules in this book. Locations of the modules themselves are shown on the Contents page.

The sample modules are grouped by instructional level, and a Scope of Learnings chart precedes the group of modules for each level. For each instructional level the sample modules are grouped by content emphasis in the order shown on the Contents page. Two sample modules are given for each content emphasis.

CHART OF CLOTHING AND TEXTILES MODULES

Samples for Levels III, IV and V

This chart shows the titles of all sample modules included in this book.
The Contents page shows where to find the modules themselves.

	CONTENT EMPHASES					
	MANAGEMENT	BUYMANSHIP	LEISURE	CAREER	HEALTH AND SAFETY	RELATIONSHIPS
Level III	Fabric Finishes Influence Care Clothing Care: From Cleaning to Closet	Considerations Before You Buy Clothing Purchasing Fabric	Creating Clothing Accessories Step-by-Step Needlepoint	Careers in Clothing and Textiles Fashion: A Career	Clothing A Baby If the Shoe Fits — Buy It	Influences Upon Personal Dress Satisfaction from Sewing
Level IV	Design and Clothing Seam Finishes to Fit a Project	Dealing With Problem Fabrics Legislation and Clothing Labels	Leisure-Time Garments Textile Printing	Clothing, Textiles, Fabrics: Careers Unlimited Dressing for a Clothing Career	Radiate Health and Good Grooming! The Right to Flame- Resistant Clothing	Clothing for Your Family First Impressions from Clothing
Level V	The "Inside Story" of Clothing The Natural Fiber Story	Fitting Ready-to- Wear Clothing Special Fabrics: Special Techniques	Creating Tailored Clothing Leisure-Time Hobbies Using Fabrics	Alter and Restyle Clothing for Cash A Future in Clothing and Fabrics	Fit Clothing to Your Family Keeping Baby's Clothes Clean	Clothing and Culture Forces of Fashion Change for Clothing

STEPS IN PLANNING A COURSE OF STUDY USING

*Home Economics Education Curriculum Planning Guidelines Levels I and II, 1974, and
Home Economics Education Curriculum Planning Guidelines Levels III, IV, and V, 1976*

	Pages for reference	
	Levels I & II	Levels III, IV, V
1. Collect needs analysis data. Draw implications for school, for home economics program, and for each course to be developed.	92,93,94 94	6,8 8,61,62
2. Identify appropriate learning outcomes (goals) from the Scope of Learnings chart for desired level.	16,17 52,53	10-37
3. Select or plan modules with appropriate behavioral outcomes. See instructions on how to state a behavioral outcome shown in "Guidelines for Evaluating and Editing Home Economics Curriculum Modules" on page 6 of this publication.	4	2,3,38,39 63
4. Plan additional module titles and develop other behavioral outcomes which relate directly to the learning outcomes identified. Estimate clock hours needed for each module. Use "Part II, Summary of Instructional Focus by Category" framework chart to record hours in each category.		69
5. Organize the course outline by using the Part I Course Outline sheet reproduced on page 5. Use a separate sheet for each category.		38,39,67,68
6. Complete "Part II, Summary of Instructional Focus by Category."		69,48,58
7. Develop course title that indicates course content and attracts interest.		
8. Complete "Application for Approval of Courses for State Diploma Credit" on form obtained from building principal.		66,41,49
9. Recheck to see that outline is comparable to one of the sample courses.		41-48;49-58
10. Submit outline, together with needs analysis data, which supports the course planned, to: Chief, Bureau of Occupational Education Curriculum Development, State Education Department Albany, New York 12234		40

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION PART I

TITLE of COURSE: _____ **Instructional Level** _____

Check one subject area course or one content emphasis course:

Subject area course: HD ____, HFE ____, FN ____, CT ____

Content emphasis course: M ____, B ____, L ____, C ____, HS ____, R ____

SUBJECT MATTER CATEGORY:

State course focus first, as in the following two examples:

Subject area course: FOOD AND NUTRITION/Buymanship

Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES

Name of School

City

County

Date _____

GUIDELINES FOR EVALUATING AND EDITING HOME ECONOMICS CURRICULUM MODULES

FORMAT

Be sure that the format of each module agrees with that of the blank Module Format on page 8 and with that of the modules in this publication.

LEARNING OUTCOME

Locate on the proper Scope of Learnings chart the learning outcome that is to be the focus or goal of the behavioral outcomes sought by the module. Be sure that the learning outcome appears on the Module Format under the module title.

BEHAVIORAL OUTCOMES

Keep in mind that the *behaviors* resulting from the learning experiences in the course should be "from now on" *competencies*, not one-time occurrences which take place only during the course.

Be sure that each statement of a behavioral outcome:

- Identifies behavior that is directly related to the learning outcome guiding the planning of the module.
- Is a *visible* behavior.
- Ends in *s* to indicate that it is to be an ongoing competency after the classroom instruction is finished.
- Is not a behavioral objective (which is less broad) but *gives direction to establishing behavioral objectives*, which can be measured to demonstrate progress toward the behavioral outcome.
- Is numbered 1,2,3, etc. so that each suggested learning experience and each suggested measurement of student progress can be linked to the behavioral outcome they support.

SUGGESTED LEARNING EXPERIENCES

Be sure that:

- At least one learning experience is listed for each behavioral outcome.
- The wording is in terms of what the *student* will do, *not* what the teacher will do.
- The first word of each statement is a *verb without an s at the end* and indicates present action within the class structure.
- Each statement can be thought of as having the phrase "The student will ..." preceding it. That phrase should not be expressed because it would become monotonous.
- The learning experiences are in keeping with the behavioral outcomes sought and the instruction time available.
- The behavioral outcome to which a particular learning experience relates is indicated in parentheses (at the end of the learning experience statement) by the number that identifies the behavioral outcome.

- The learning experiences are of interest and relevance to both boys and girls.
- An FHA experience is included as the final learning experience in the list.
The FHA experience stated is in keeping with the goals and objectives of FHA and with the behavioral outcomes sought in the module.
The FHA member is not overburdened in comparison to classmates, and stands to gain enrichment and leadership opportunities.

SUGGESTED MEASUREMENT OF STUDENT PROGRESS

Be sure that:

- Measuring procedures and techniques are included to cover each behavioral outcome and indicate how much progress a student has made toward achieving the behavior competency specified.
- The behavioral outcome each measurement procedure covers is identified by number.

RELATED MODULE TITLES

Use this section to list related modules. Module titles listed should represent modules that have already been developed.

NOTE: Pages 9 and 70-74 in *Home Economics Education Curriculum Planning Guidelines, Levels III, IV, and V* give detailed information about FHA, which is an integral part of a good home economics program.

MODULE FORMAT

Subject Area _____

Content Emphasis _____
Level _____ Hrs. _____

Module: (Title)

Learning Outcome: (from appropriate Scope of Learnings chart)

Behavioral Outcomes: (planned by teacher to lead to the Learning Outcome above)

Suggested Learning Experiences: (which will promote the behaviors identified in the Behavioral Outcomes listed above. Plan at least one learning experience for each Behavioral Outcome sought.)

FHA Experience: (related to the module focus and to FHA goals)

Suggested Measurement of Student Progress: (at least one assessment of progress toward achieving each Behavioral Outcome)

Related Module Titles: (when such modules are available)

SAMPLE MODULES FOR LEVEL III

SCOPE OF LEARNINGS CHART

Clothing and Textiles, Level III

(Learning Outcomes for Homemaking-Family Living)

MANAGEMENT	BUYMANSHIP	LEISURE
● Pursue clothing projects with consideration for experience, learnings to be acquired, needs, and interests. ● Examine types of resources and recommend procedures to use in managing clothing. ● Assume care of own clothing. ● Recognize properties of fabrics in relation to use and care. ● Consider art principles and care required as well as current fashion, cost, and diversity of use when expanding wardrobe.	● Base decisions in selection and use of textiles on knowledge of care, overall cost, and functional suitability. ● Be able to make appropriate choices from alternatives to aid with selecting clothing for self and family. ● Be aware of factors influencing clothing prices. ● Recognize quality garments. ● Interpret clothing and textiles labels and apply information to prospective use of purchases.	● Employ skills, time and imagination to make accessories for own or another person's wardrobe. ● Make textile type accessories for home.

Level III

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Utilize resources for obtaining information about occupational opportunities related to textiles and clothing. • Identify factors which affect employment opportunities in textiles and clothing occupations. • Identify skills needed for careers with clothing and/or textiles. • Know avenues for obtaining training for specific kinds of jobs in clothing or textile fields. • Understand the interrelatedness of the various kinds of work responsibilities from producing fiber to cleaning textile products after purchase and use.	• Know characteristics in garments needed by individuals at different growth periods. • Choose safe styles of garments and fibers that give comfort. • Use sewing machine in safe appropriate manner.	• Enjoy sewing for self and others. • Adjust own clothing desires with family resources and needs of other family members. • Be able to relate appearance to health, behavior, impressions made on others. • Be aware of factors influencing clothing selected or worn by self. • Cooperate with family for care of clothing and household textile items.

CLOTHING AND TEXTILES

MANAGEMENT
Level III: 3 hours

Module: FABRIC FINISHES INFLUENCE CARE

Learning Outcome:

Recognize properties of fabric in relation to use and care.

Behavioral Outcomes:

1. Identifies the properties of various fabric finishes.
2. Describes correct procedures to care for fabrics with various finishes.
3. Utilizes appropriate procedures to care for fabric finishes.

Suggested Learning Experiences:

- Develop a list of fabric finishes and their washability properties. Indicate correct laundry procedures or other type of care required. (1,2)
- Study the washability properties of various fabrics, using care references and actual samples of fabric finishes. Discuss how properties affect care procedures. (2)
- Using swatches of various fabrics compare the finishes when laundered correctly and incorrectly. (1,2,3)
- FHA Experience: Prepare an exhibit of fabrics with identified finishes, labeling as to washability properties or other appropriate care. (2)

Suggested Measurement of Student Progress:

- Written Test: Match fabric finishes with their properties and also match fabric finishes with appropriate care procedures or requirements. (1,2)
- Performance Test: Given an actual sample of a particular fabric finish, describe and utilize the correct laundry procedures for the sample. (1,2,3)

Related Module Titles:

Considerations Before You Buy Clothing

CLOTHING AND TEXTILES

MANAGEMENT
Level III: 8 hours

Module: CLOTHING CARE: FROM CLEANING TO CLOSET

Learning Outcome:

Examine types of resources and recommend procedures to use in managing clothing.

Behavioral Outcomes:

1. Identifies and uses appropriate cleaning procedures for care of clothing.
2. Makes simple repairs to clothing.
3. Follows appropriate pressing and storage procedures.

Suggested Learning Experiences:

- Study clothing labels and tags for cleaning instructions. Link type of fiber and garment to type of cleaning indicated. (1)
- List simple repairs most often needed on clothing, then determine how to make the repairs. (1,2)
- Bring to class one or two items of clothing and repair them appropriately. (2)
- Study government bulletins, land-grant college bulletins, and consumer reports on laundry products. (1)
- Study the labels of laundry products on supermarket shelves. Compare claims and check with data from resource material reading. Select two detergents or soap powders and conduct comparison tests in class, laundromat, or at home. (1)
- Practice a variety of pressing techniques as demonstrated by the teacher. (3)
- Develop a plan for management of clothing for the family. (1,2,3)
- FHA Experience: Tour a professional dry-cleaning establishment to learn about the various operations of the business. Report observations to class. (1,2,3)

Suggested Measurement of Student Progress:

- Evaluation of individual projects of class members. (1,2,3)
- Evaluation of parents' reports on drawer and closet organization implementing class made storage plans. (3)
- Written test on how to clean various garments utilizing a display of garments and or labels. (1)

Related Module Titles:

Purchasing Fabric
Influences Upon Personal Dress
Considerations Before You Buy Clothing
Fabric Finishes influence Care

CLOTHING AND TEXTILES

BUYMANSHIP
Level III: 4 hours

Module: CONSIDERATIONS BEFORE YOU BUY CLOTHING

Learning Outcome:

Be able to make appropriate choices from alternatives to aid with selecting clothing for self and family.

Behavioral Outcomes:

1. Lists important considerations to be taken into account before purchasing clothing.
2. Evaluates information on garment labels to determine suitability or desirability of garments for intended purposes.
3. Purchases clothing after studying alternative selections.

Suggested Learning Experiences:

- Discuss factors to consider when buying clothing. (1)
- Devise a checklist for buying clothing. (1)
- Plan and prepare a bulletin board with pictures illustrating considerations to take into account before purchasing clothing. (1)
- Evaluate a recently purchased article of clothing using the checklist. (2)
- Visit a clothing store and practice comparative shopping for clothing. (1,2,3)
- FHA Experience: Visit a clothing factory or tailor and observe how clothing is put together. (1,3)

Suggested Measurement of Student Progress:

- Give a written test on identification of purchasing factors. (1)
- Evaluate an article of clothing already purchased and prepare a paper showing good points and bad points of the article. (2)
- Evaluate student practices in comparative shopping. (3)

Related Module Titles:

Purchasing Fabric
Influences Upon Personal Dress

CLOTHING AND TEXTILES

BUYMANSHIP
Level III: 4 hours

Module: PURCHASING FABRIC

Learning Outcome:

Base decisions in selection and use of textiles on knowledge of care, overall cost, and functional suitability.

Behavioral Outcomes:

1. Interprets information on fabric bolts and tags correctly.
2. Makes decisions about purchasing based on comparisons for price, function, care, and needs related to durability.
3. Uses knowledge of terms relating to fabric function and care.

Suggested Learning Experiences:

- View and discuss a film on fabric selection then devise a checklist for fabric shopping. (1,2,3)
- Visit a fabric store and buy or identify fabrics that meet the standards on the checklist. (1,2,3)
- Put samples of fabric through tests to determine their characteristics. (1,3)
- Record information from the bolt and tags of a fabric for use in the future. (1,2,3)
- FHA Experience: Arrange for a representative from a fabric store or a fabric company to talk with your class about fabric selection, either at a store or in the classroom. (1,3)

Suggested Measurement of Student Progress:

- Take information from sample bolts and explain it. (1)
- List some purposes various fabrics can serve well. (1,2,3)

Related Module Titles:

Satisfaction From Sewing
Clothing Care: From Cleaning to Closet
Fabric Finishes Influence Care
Clothing a Baby

CLOTHING AND TEXTILES

LEISURE
Level III: 5 hours

Module: CREATING CLOTHING ACCESSORIES

Learning Outcome:

Employ skills, time, and imagination to make accessories for own or another person's wardrobe.

Behavioral Outcomes:

1. Identifies different types of apparel accessories and when, where, and how each can be appropriately used.
2. Analyzes time, cost, and experience requirements for various probable projects.
3. Selects materials and completes accessory projects for special outfits or for gifts.

Suggest Learning Experiences:

- Examine art and craft books, magazines, and other resources to generate ideas for accessory projects. Then visit novelty shops and list a variety of hand crafts and determine the costs of materials and types of skills needed for each. (1,2)
- View related filmstrips and slides listing new ideas and techniques for projects. (1,2)
- Observe and participate in demonstrations by fellow students, the teacher, and resource persons. Combine learnings from these experiences with use of posters and other resource material for directions. (1,2)
- Design, or select a design, then construct an apparel accessory for your own wardrobe or for a gift. (3)
- FHA Experience: Organize a class, school, or community exhibit of hand-crafted accessories with accompanying time and cost data. (1,2,3)

Suggested Measurement of Student Progress:

- List appropriate materials for a project which meets stated needs. (1)
- Evaluate student demonstrations of projects, and their analyses of time, cost, and skill requirements. (1,2,3)
- Develop a score sheet identifying accessory, its design, the skills developed, the satisfactions gained, and the use the accessory can serve. (1,2,3)

Related Module Titles:

Step-By-Step Needlepoint

CLOTHING AND TEXTILES

LEISURE
Level III: 3 hours

Module: STEP-BY-STEP NEEDLEPOINT

Learning Outcome:

Make textile-type accessory for the home.

Behavioral Outcomes:

1. Identifies and compares various types of canvas, needlepoint yarn, and tapestry needles.
2. Demonstrates proper threading of a needle.
3. Demonstrates ability to make simple needlepoint products.

Suggested Learning Experiences:

- See and discuss a filmstrip on needlepoint. (1,2,3)
- Make a display of materials needed for needlepoint. (1)
- Observe demonstrations of threading needle and making basic stitches. (2,3)
- Start a simple needlepoint product and complete it in leisure time at home. (2,3)
- FHA Experience: Promote simple needlepoint projects for use as chapter fund-raisers. (3)

Suggested Measurement of Student Progress:

- Practical Test: Identify various types of needlepoint materials. (1)
- Evaluate each student's basic needlepoint stitches. (2,3)

Related Module Titles:

Creating Clothing Accessories

CLOTHING AND TEXTILES

CAREER
Level III: 4 hours

Module: CAREERS IN CLOTHING AND TEXTILES

Learning Outcome:

Utilize resources for obtaining information about occupational opportunities related to textiles and clothing.

Behavioral Outcomes:

1. Identifies job opportunities in clothing and textiles.
2. Examines job areas of particular personal interest.
3. Lists personal qualities needed for particular jobs.

Suggested Learning Experiences:

- View a filmstrip on careers in clothing and textiles and discuss the pros and cons presented in it. (1,2)
- Divide into teams and investigate characteristic requirements for jobs and careers related to clothing and textiles. (1,2,3)
- Clip magazine and newspaper articles and compile news about jobs and careers related to textiles for display on your classroom bulletin board. (1,2,3)
- Invite four or five people active in textile jobs to discuss requirements and rewards of their jobs. Or conduct interviews with individuals who have jobs in clothing or textiles that are especially interesting. (3)
- FHA Experience: Promote a school or community exhibit of jobs and careers in clothing and textiles. (1,2,3)

Suggested Measurement of Student Progress:

- Write a paper discussing a career of personal interest in clothing and textiles. (1,2,3)
- Compile a checklist to evaluate requirements and rewards of particular jobs in clothing and textiles. (2)

Related Module Titles:

Fashion: A Career
Creating Clothing Accessories

CLOTHING AND TEXTILES

CAREER
Level III: 5 hours

Module: FASHION: A CAREER

Learning Outcome:

Identify skills needed for careers with clothing and/or textiles.

Behavioral Outcomes:

1. Investigates careers in the fashion industry.
2. Determines the amount and kind of education or training needed for specific careers in the fashion industry.
3. Identifies the skills and aptitudes necessary for various clothing and textile occupations.
4. Relates career information to individual interests and abilities.

Suggested Learning Experiences:

- Use library material to identify various careers related to fashion. (1)
- List the skills needed and educational requirements for careers in the fashion industry. Present to the Guidance Department. (2,3)
- Invite representatives from the fashion industry to speak to class members. (1,2,3)
- Compare personal aptitudes and skills with those required in occupations investigated. (3,4)
- Select a job or career goal and draw a plan, step by step, for reaching that goal. (4)
- FHA Experience: Plan a fashion industry career day. (1,2,3,4)

Suggested Measurement of Student Progress:

- Give an individual report on selected careers using descriptive material and information from guest speakers. (1,2,3,4)
- Evaluate packets of information prepared for the Guidance Department on careers in the fashion industry. (1,2,3,4)

Related Module Titles:

Careers in Clothing and Textiles
Creating Clothing Accessories

CLOTHING AND TEXTILES

HEALTH and SAFETY

Level III: 4 hours

Module: CLOTHING A BABY

Learning Outcome:

Know characteristics in garments needed by individuals at different growth periods.

Behavioral Outcomes:

1. Describes the clothing needs of a baby.
2. Identifies factors which influence the clothing needs of a baby.
3. Demonstrates knowledge of clothing needs of a baby.

Suggested Learning Experience:

- View a filmstrip on clothing needs of a baby. Discuss it. (1)
- List criteria for clothing in relation to needs, season, and expenses. (2)
- Plan a showcase of baby clothes with cooperation of a local store. (1,3)
- Select the proper clothing to meet needs of specific babies in specific situations. (3)
- FHA Experience: Prepare a booklet of criteria for clothing needs of a baby.

Suggested Measurement of Student Progress:

- Make a checklist of factors which influence a baby's clothing needs. (1,2,3)
- Plan a clothing layette for a baby indicating needs, season, and expenses. (1,2,3)

Related Module Titles:

Fabric Finishes Influence Care
Purchasing Fabric
Considerations Before You Buy Clothing

CLOTHING AND TEXTILES

HEALTH and SAFETY
Level III: 4 hours

Module: IF THE SHOE FITS — BUY IT!

Learning Outcome:

Know characteristics in garments needed by individuals at different growth periods.

Behavioral Outcomes:

1. Identifies criteria for proper shoe selections.
2. Chooses shoes for health, comfort, and safety.

Suggested Learning Experiences:

- Study resource material on proper selection of shoes and reasons for care in selection. (1)
- Interview various people on importance of properly selected shoes. Logical people to interview include pediatricians, podiatrists, family doctors, managers of special shoe stores, nurses, health teachers, physical education teachers. (1)
- Study displays of various shoes for both sexes and various ages. Analyze in terms of established criteria, noting advantages and disadvantages of each shoe displayed. (1,2)
- Role play a father, mother and two children at the shoe store, each selecting shoes. Evaluate your own performance and that of the other groups according to use of evident criteria mentioned or demonstrated. (1,2)
- FHA Experience: Develop a bulletin board to display in the main lobby of the school picturing various shoes and factors to consider when purchasing footwear. (1,2)

Suggested Measurement of Student Progress:

- Rate a variety of shoes using a checklist indicating their possible effects on health, comfort, and safety. (1,2)
- Evaluate the role-play activities described above. (1,2)
- Take multiple choice test on criteria for choosing shoes for different individuals at various growth periods or stage of life. (1,2)

Related Module Titles:

Careers in Clothing and Textiles
Fashion: A Career
Influences Upon Personal Dress
Considerations Before You Buy Clothing
Clothing a Baby

CLOTHING AND TEXTILES

RELATIONSHIPS
Level III: 3 hours

Module: INFLUENCES UPON PERSONAL DRESS

Learning Outcome:

Be aware of factors influencing clothing selected or worn by self.

Behavioral Outcomes:

1. Identifies types of clothing worn frequently and those worn rarely and relates them to lifestyles, needs, and values.
2. Analyzes reasons for clothing selections by himself or herself.
3. Evaluates clothing worn according to appropriateness and expressiveness.

Suggested Learning Experiences:

- Make a list of clothing articles worn most often and those worn rarely. (1)
- Discuss peer group influences affecting clothing choices. (1,2,3)
- Devise a checklist of reasons for clothing selections and analyze the effects of selections made from standpoints of budget, life-style, and self-concept. (2)
- Prepare a bulletin board with illustrations showing clothing as it relates to expressiveness. (1,3)
- FHA Experience: Make a display of clothing showing the influence of color on personal moods. (1,2,3)

Suggested Measurement of Student Progress:

- List and evaluate the clothes worn by well-known people and the reasons for their selection. (1,2)
- Write an essay discussing how clothing influences expressiveness and personality. (3)

Related Module Titles:

Creating Clothing Accessories
Considerations Before You Buy Clothing

CLOTHING AND TEXTILES

RELATIONSHIPS
Level III: 12 hours

Module: SATISFACTION FROM SEWING

Learning Outcome:

Enjoy sewing for self and others.

Behavioral Outcomes:

1. Identifies clothing needs for various people and situations.
2. Selects fabrics to meet specific needs.
3. Constructs clothing for herself or himself and others.
4. Lists satisfactions gained from sewing for herself or himself and others.

Suggested Learning Experiences:

- Discuss clothing items described in advertisements or catalogs or borrowed from a store for class study. (1)
- Analyze individual skills and clothing needs for yourself or a family member as a basis for selecting a clothing project. (2)
- Select appropriate materials for the project. (2)
- Complete sewing project. (3)
- Devise a checklist of possible satisfactions in completing a clothing project for yourself or other persons. (4)
- FHA Experience: Construct simple sewing projects for donation to a local charity or for sale in a chapter fund-raising endeavor. (4)

Suggested Measurement of Student Progress:

- Write a short paper discussing reasons for selection of particular projects for particular persons. (1)
- Evaluate a sewing project using a score sheet. (2,3)
- Write a short paper discussing personal satisfactions gained from a class clothing project. (4)

Related Module Titles:

Fabric Finishes Influence Care
Step-by-Step Needlepoint
Purchasing Fabric
Creating Clothing Accessories

SAMPLE MODULES FOR LEVEL IV

SCOPE OF LEARNINGS CHART

Clothing and Textiles, Level IV

(Learning Outcomes for Homemaking-Family Living)

MANAGEMENT	BUYMANSHIP	LEISURE
• Expand knowledge of processes for sharing responsibility for care of family clothing, household linens, and miscellaneous textile products. • Select pattern and/or fabric that results in new learnings that will be of advantage for future clothing management problems. • Plan a simple sewing center that includes equipment and supplies. • Apply basic principles of color, line, and design to individual projects. • Understand how to alter patterns for common figure deviations.	• Be aware of trends in retailing and legislation which affect the consumer. • Assume some personal responsibility in promoting consumer protection. • Understand how fashion is ever-changing due to societal and economic factors and forces. • Follow desirable procedures in planning or selecting clothing for self and others. • Be alert to trends and legislation which affect consumer textile products.	• Use leisure time for further developing sewing skills, to augment clothing for family members, self or for worthy causes. • Use construction skills to develop hobbies. • Employ leisure time to make leisure use projects.

Level IV

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Consider own aptitude, interest and training possibilities after research and contact in an aspect of work in clothing and textiles which has appeal for a career focus. • Be cognizant of differences and reasons for differences in dress codes for various employment situations.	• Relate clothing to own personal activities. • Follow good health and grooming habits. • Recognize occasional allergic reactions in individuals to various fibers or substances used in fabric production or in clothing construction or finish. • Consider types of hazards certain clothing may create in a given situation. • Recognize the influences that children's clothing have on their self-concept, psychological well-being and physical deportment.	• See relationships between family values and goals and family clothing. • Recognize the effects clothing can have on those wearing it, their family members and other people with whom they come in contact. • Realize that parent-child relationships may be strained because of clothing disliked by child.

CLOTHING AND TEXTILES

MANAGEMENT
Level IV: 5 hours

Module: DESIGN AND CLOTHING

Learning Outcome:

Apply basic principles of color, line, and design to individual projects.

Behavioral Outcomes:

1. Evaluates her or his own figure characteristics.
2. Identifies the effect of line, color, and texture on clothing design and on the appearance of the human figure.
3. Chooses appropriate designs and colors for his or her own clothing.

Suggested Learning Experiences:

- Work with a class partner and take accurate body measurements. Analyze and list personal figure characteristics. (1)
- Make a checklist of what you feel are assets and problems of your figure. (1)
- Discuss principles of color and select pictures from magazines which illustrate various color schemes. (2)
- Try swatches of cloth of different colors to identify those best for you. (2)
- Discuss the effect of lines and texture and select pictures which show lines flattering to various figure types. Identify your type among these. (2)
- Select from pattern books several patterns which suit your figure characteristics. Draw or put pictures of them on paper, then state reasons each suits you. File them for future reference. (3)
- FHA Experience: Make a bulletin board display to show the effects of various clothing colors on persons of the same size and shape. (2,3)

Suggested Measurement of Student Progress:

- Evaluate personal measurement inventory chart. (1)
- Give a written test on the principles of line, color, and texture. (2)
- Write a paper on the effects of line, color, and texture on your own figure characteristics. (2,3)
- Evaluate the selection of appropriate patterns for various figure types. (3)

Related Module Titles:

Textile Printing
Leisure-Time Garments
Dressing for a Clothing Field Career

CLOTHING AND TEXTILES

MANAGEMENT
Level IV: 12 hours

Module: SEAM FINISHES TO FIT A PROJECT

Learning Outcomes:

Select pattern and/or fabric that results in new learnings that will be of advantage for future clothing management problems.

Behavioral Outcomes:

1. Cites various types of seam finishes which are acceptable for garment construction, and for other textile products made at home.
2. Chooses appropriate seam finishes for types of fabric being used and the article being constructed.
3. Demonstrates skill in preparing seam finishes.

Suggested Learning Experiences:

- Discuss the importance of appropriate seam finishes and their applications. (1)
- View and discuss a filmstrip and a display on various seam finishes. (1,2)
- Watch teacher demonstrations of various seam finishes then prepare samples of appropriate seam finishes on various types of fabric. (3)
- Make an article of clothing that requires the application of new learnings on seam finishes. (2,3)
- FHA Experience: Invite a seamstress or a tailor to discuss the finishing steps that make a garment or other textile product look professionally made. (1,2,3)

Suggested Measurement of Student Progress:

- Identify various seam finishes from a teacher-prepared visual and state where each should be used. (1)
- Demonstrate your seam finishing abilities by preparing samples of various seam finishes. (2,3)
- Evaluate the appropriateness and finish of seams on class-constructed garments. (4)

Related Module Titles:

Dealing with Problem Fabrics
Leisure-Time Garments
Clothing For Your Family

CLOTHING AND TEXTILES

BUYMANSHIP
Level IV: 5 hours

Module: DEALING WITH PROBLEM FABRICS

Learning Outcome:

Assume some personal responsibility in promoting consumer protection.

Behavioral Outcomes:

1. Identifies conditions and characteristics of fabric which cause construction difficulties.
2. Selects and uses appropriate standards for fabric selection.
3. Determines techniques for using problem fabrics.

Suggested Learning Experiences:

- Examine lengths of fabric to determine structural defects. (1)
- Compile a list of standards for buying fabric after reading and discussion. (2)
- Visit a fabric store to judge fabric suitability for various purposes. (2)
- Observe demonstrations on the handling and use of problem fabrics. Discuss techniques used. (3)
- Place a pattern in a proper layout on a problem fabric. Estimate the practicality of buying that type of fabric, stating reasons for and against. (3)
- FHA Experience: Conduct a workshop dealing with the correct procedure for writing consumer complaint letters. (1)

Suggested Measurement of Student Progress:

- List various problem fabrics and identify construction difficulties. (1,3)
- Solve a problem on fabric selection for a given pattern and present the solution to class. (2)

Related Module Titles:

Seam Finishes To Fit the Project
Design and Clothing
Textile Printing

CLOTHING AND TEXTILES

BUYMANSHIP
Level IV: 3 hours

Module: LEGISLATION AND CLOTHING LABELS

Learning Outcome:

Be alert to trends and legislation which affect consumer textile products.

Behavioral Outcomes:

1. Cites provisions in textile labeling laws.
2. Identifies the information available on clothing labels in relation to use.
3. Uses information on labels to determine the desirability of a product for given uses.

Suggested Learning Experiences:

- Study and discuss textile labeling laws. (1)
- Collect clothing labels and tags. Check for precise meanings of terms and their relationship to the use of products. (2)
- Develop a bulletin board to show how information found on clothing labels is helpful. (2,3)
- Select clothing items by using a catalog, or a newspaper or magazine advertisement. Examine the desirability of each potential purchase in terms of the information given about it. (2,3)
- FHA Experience: Prepare a display on clothing labels and tags, and rate each for completeness. Explain term meanings. Highlight points covered in current legislation affecting clothing labels. (1,2,3)

Suggested Measurement of Student Progress:

- Write a short paragraph identifying textile labeling laws. (1)
- Match clothing label terms and definitions. (2)
- Given the information available on three similar garments, pick one for an intended use and state why it was chosen. (3)

Related Module Titles:

The Right to Flame-Resistant Clothing
Clothing for Your Family

CLOTHING AND TEXTILES

LEISURE
Level IV: 10 hours

Module: LEISURE-TIME GARMENTS

Learning Outcome:

Employ leisure-time to make leisure use projects.

Behavioral Outcomes:

1. Examines leisure-time clothing requirements with regard to freedom, fabric, cost, and practicality.
2. Varies commercial patterns to create leisure-time garments using principles learned in class.
3. Employs previously learned clothing construction techniques in the assembly of garments designed.

Suggested Learning Experiences:

- Select 10 photographs showing leisure-time garments and examine them for desirable qualities such as freedom of movement, fabric, and practicality. (1)
- Formulate a list of desirable qualities in leisure wear using resource materials. (1)
- Using commercial patterns, previous clothing construction experiences, and other information available, design a leisure garment considering carefully the fabric choice, seam finish requirements, and other established criteria for a leisure garment. (2)
- Construct the leisure garment designed. (3)
- FHA Experience: Interview the manager of a factory that produces leisure wear, or of a clothing store. Prepare news articles including photos on site, and information on the students involved and on what was learned. (1)

Suggested Measurement of Student Progress:

- Evaluation of the functioning of both usual and unusual leisure garments. (1,2)
- Evaluation of constructed articles according to the standards set up in class. (2,3)

Related Module Titles:

Clothing for Your Family
Seam Finishes to Fit the Project
Textile Printing
Design and Clothing

CLOTHING AND TEXTILES

LEISURE
Level IV: 5 hours

Module: TEXTILE PRINTING

Learning Outcome:

Use leisure time for further developing sewing skills, to augment clothing for family members, self or for worthy causes.

Behavioral Outcomes:

1. Identifies vocabulary used in home-based or small-shop textile printing.
2. Identifies equipment used in home-based or small-shop textile printing.
3. Uses knowledge of simple textile printing to create original textile products.

Suggested Learning Experiences:

- Examine resource materials and define textile printing vocabulary. (1)
- Observe teacher demonstration of textile printing equipment. (2)
- Take a trip to a textile manufacturing plant and observe various commercial printing processes. (1,2,3)
- Make samples of printing on muslin. (3)
- Print full piece of fabric using selected design and printing media. (3)
- FHA Experience: Create an art exhibit of class-printed fabrics and label the method of printing each. (2,3)

Suggested Measurement of Student Progress:

- Objective test on printing vocabulary, and on printing equipment and methods. (1,2)
- Demonstration of the three methods of textile printing on muslin. (3)
- Evaluation of full piece of printed fabric. (3)

Related Module Titles:

Design and Clothing
Leisure-Time Garments
Clothing, Textiles, Fabrics: Careers Unlimited
First Impressions From Clothing
Clothing for Your Family

CLOTHING AND TEXTILES

CAREER
Level IV: 7 hours

Module: CLOTHING, TEXTILES, FABRICS: CAREERS UNLIMITED

Learning Outcome:

Consider own aptitude, interest and training possibilities after research and contact in an aspect of work in clothing and textiles which has appeal for a career focus.

Behavioral Outcomes:

1. Explores various types of employment dealing either directly or indirectly with clothing, textiles, and other types of fabric.
2. Describes the range of skills and remuneration for them in clothing, textiles, and fabric areas having special career appeal.
3. Investigates lifestyles related to careers of special interest.

Suggested Learning Experiences:

- See a film or filmstrip on career opportunities dealing with clothing, textiles, and other fabrics. List all career opportunities shown, then brainstorm additional ones and examine books, magazines, and newspaper want ads for other ideas. (1,2)
- Divide into pairs or groups to explore, on site, as many businesses as possible that sell clothing or fabric-incorporated products, or that clean or repair them. Possible businesses or establishments to explore and report on to classmates include: textile or knitting mills, interior decorating establishments, retail stores selling dry goods or clothing, furniture stores, dry cleaning establishments, laundries, tailor shops, alteration shops, textile importing companies, museums, art supply stores, textile testing agencies, equipment for home sewing, pattern companies, and schools for fashion design. (1,2,3)
- Report findings from visits and give as much detail as possible about job requirements, employee responsibilities, avenues for developing employable skills, range of wages and salaries, and other benefits and disadvantages in each type of career. (1,2,3)
- Investigate opportunities in designing for: high fashion, mass market, textiles, garments, household fabrics, and household fabric products. (1,2,3)
- FHA Experience: Compile reports into a reference work and place in the school library. (2)

Suggested Measurement of Student Progress:

- Evaluate written and oral reports on investigation of careers. (1,2,3)
- Evaluate written explanation of how to prepare for employment in three careers chosen from those investigated. (1,2,3)

Related Module Titles:

Dressing for a Clothing Career
Textile Printing
Leisure-Time Garments
Dealing With Problem Fabrics
Design and Clothing

CLOTHING AND TEXTILES

CAREER
Level IV: 4 hours

Module: DRESSING FOR A CLOTHING CAREER

Learning Outcome:

Be cognizant of differences and reasons for differences in dress codes for various employment situations.

Behavioral Outcomes:

1. Investigates various clothing careers.
2. Describes dress codes for various clothing-related employment.
3. Selects suitable wardrobes for clothing-related careers of personal interest.

Suggested Learning Experiences:

- Using resource materials, make a list of clothing-related careers. (1)
- Divide into teams and survey employers in clothing industry as to their company dress codes. (2)
- Clip magazine pictures showing differences in dress codes for various jobs. (2)
- Choose a career and plan a suitable wardrobe using magazine pictures. (3)
- Prepare a collage of clothing for the selected career for a typical workweek. (1,2,3)
- FHA Experience: Prepare a display highlighting working people in clothing-related careers. (1)

Suggested Measurement of Student Progress:

- Quiz: Match clothing-related careers with appropriate articles of on-the-job clothing. (1)
- Given a particular clothing-related career, write a short paper on clothing requirements for it. (2)
- Evaluate each student's selected career and wardrobe planning project. (3)

Related Module Titles:

Clothing, Textiles, Fabrics: Careers Unlimited
First Impressions From Clothing
Design and Clothing

CLOTHING AND TEXTILES

HEALTH and SAFETY
Level IV: 4 hours

Module: RADIATE HEALTH AND GOOD GROOMING!

Learning Outcome:

Follow good health and grooming habits.

Behavioral Outcomes:

1. Describes good grooming habits that also promote good health.
2. Chooses good grooming products that maintain cleanliness and enhance natural appearance.
3. Demonstrates good posture for standing, working, sitting, and walking.
4. Describes the interrelationships of clothing, good grooming, emotional health, and safety.

Suggested Learning Experiences:

- List good grooming habits after looking through various resource materials, and viewing a filmstrip on grooming. (1,4)
- Invite a beautician to discuss and demonstrate hair care, hand and nail care, and discriminating selection and application of makeup. (2)
- Arrange for a model, a health teacher, a nurse, a physical education teacher or an athletics coach to discuss and demonstrate benefits of good posture while standing, sitting, walking, and pivoting. (3)
- Make a sheet to record daily activities related to clothing care, diet, exercise, body cleanliness, and appearance. (1)
- FHA Experience: Interview managers of fashionable clothing stores to learn their criteria for judging good grooming for models of their clothing, both male and female. (4)

Suggested Measurement of Student Progress:

- A checklist of good grooming habits made from memory. (1)
- Measure changes in students' appearance including posture. (2,3)
- Make an itemized description of how appropriate clothing contributes to emotional health, safety, and good appearance. (4)
- Evaluate proposed posters which would highlight one or more guidelines to good grooming. (1,2,3,4)

Related Module Titles:

Design and Clothing
Dressing for a Clothing Field Career
First Impressions from Clothing
Clothing for Your Family

CLOTHING AND TEXTILES

HEALTH and SAFETY
Level IV: 5 hours

Module: THE RIGHT TO FLAME-RESISTANT CLOTHING

Learning Outcome:

Consider types of hazards certain clothing may create in a given situation.

Behavioral Outcomes:

1. Identifies various flammability hazards related to clothing.
2. Describes fabric flammability standards as required by law.
3. Selects clothing which meets fabric flammability standards.

Suggested Learning Experiences:

- List possible flammability hazards in clothing. (1)
- View a filmstrip on fabric flammability and federal regulations related to it. (2)
- Invite a flammability researcher to discuss testing methods and current legislation. (1,2)
- Test the flammability of several fabric samples. (1,2)
- Visit local stores and compare flammability labels on clothing. (3)
- FHA Experience: Prepare a display of flammability standards for children's sleepware. (2)

Suggested Measurement of Student Progress:

- Written test on flammability of various fabrics and current legislation on it. (1,2)
- Write an essay on flammability standards for selection of clothing. (3)

Related Module Titles:

Radiate Health and Good Grooming
Legislation and Clothing Labels
Clothing For Your Family

CLOTHING AND TEXTILES

RELATIONSHIPS
Level IV: 4 hours

Module: CLOTHING FOR YOUR FAMILY

Learning Outcome:

See relationships between family values and goals and family clothing.

Behavioral Outcomes:

1. Identifies special clothing needs of family members.
2. Plans and constructs or remodels clothing to suit family needs.
3. Identifies and uses the correct procedures for care and repair of clothing.

Suggested Learning Experiences:

- Discuss various family values and goals in relation to clothing. (1)
- Identify the clothing needs of your own family. Prepare a checklist of family clothing needs. (1)
- Choose one family member and plan the construction of an article of clothing to fit that person's needs. (2)
- Inventory your family's clothing and identify the kinds of care needed, such as replacing buttons, mending or patching, spot removal, washing, dry-cleaning, pressing, or storing. (3)
- Care for and repair a piece of your own clothing which has been brought from home. (4)
- FHA Experience: Collect expendable children's clothes that need minor repairs or cleaning. Repair the clothes and distribute them to a children's home or a low-income family. (2,3)

Suggested Measurement of Student Progress:

- Use a checklist of family needs to evaluate a case study of a family. (1)
- Project: Evaluate the fit and appropriateness of a garment you have made or remodeled. (2,3,4)

Related Module Titles:

First Impressions from Clothing
Dressing for a Clothing Career
Radiate Health and Good Grooming
The Right to Flame-Resistant Clothing
Design and Clothing

CLOTHING AND TEXTILES

RELATIONSHIPS

Level IV: 5 hours

Module: FIRST IMPRESSIONS FROM CLOTHING

Learning Outcome:

Recognize the effects clothing can have on those wearing it, their family members and other people with whom they come in contact.

Behavioral Outcomes:

1. Appraises the importance of clothing in defining role, status, self-concept, and personality.
2. Describes the importance of clothing in the forming of first impressions.
3. Identifies factors in clothing which influence relationships with peers and others.

Suggested Learning Experiences:

- Collect pictures from magazines of people in clothing related to specific roles. (1)
- List types of uniforms associated with various occupations and give reasons other than utility which might determine that uniforms be worn. (1)
- Invite a nun, police officer, or nurse to visit the classroom to discuss ways clothing affects perception of their role by themselves and others. (1)
- Role play situations showing appropriate and inappropriate dress for a job interview. Discuss first impressions after the role playing. (1,2,3)
- Display magazine pictures showing appropriate clothing for particular job interviews. (2,3)
- Exchange feelings with fellow class members about clothing preferences. Analyze the reasons for these feelings and preferences. (1,2,3)
- Identify personal reactions to peers dressed in various ways as seen on a variety of occasions. Follow this session with one where class member reactions are voiced about the dress on different occasions of both older and younger persons. (2)
- FHA Experience: Interview local business managers to determine their standards of dress for work and the influence an applicant's grooming has on the outcome of a hiring interview. (1,2,3)

Suggested Measurement of Student Progress:

- Write a short paragraph about each of several pictures of people, giving your impression of the role, status, self-concept, and personality of each as shown by his or her clothing. (1,2,3)
- Assume you are an employer. Write an essay describing your first impressions of prospective employees based on their clothing as shown in pictures or in printed case studies. (1,2,3)

Related Module Titles:

Design and Clothing
Dressing for a Clothing Career
Clothing for Your Family
Radiate Health and Good Grooming!

SAMPLE MODULES FOR LEVEL V

SCOPE OF LEARNINGS CHART

Clothing and Textiles, Level V

(Learning Outcomes for Homemaking-Family Living)

MANAGEMENT	BUYMANSHIP	LEISURE
• Use judgment in applying advanced construction skills to various fabrics and garments for self and family members. • Be able to select and care for special fabrics. • Display ability to work with special fabrics. • Know characteristics of fibers as they relate to use and care. • Use appropriate sewing tools and equipment for fabric construction projects that require special knowledge and advanced skills. • Vary basic patterns to achieve special effects. • Consider existing wardrobe for interrelationships when selecting new items or outfits of clothing.	• Be able to alter ready-to-wear clothing for self and others. • Discriminate effectively among fabrics that require special handling for construction or care. • Choose textile household items by criteria related to functions and economic means. • Appreciate how knowledge gained from studying and working with textiles furnishes criteria for selecting ready-made garments and household textile products.	• Utilize leisure time to save money by making needed household textile items which may also contribute to expressing individuality or family values. • Use leisure time to encourage potential creativity, extend skills, develop hobbies, or to sew for profit.

Level V

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Seek part-time job to explore more aspects of available clothing or textiles occupations and test interest for the field. • Know several channels for locating job training opportunities or job vacancies for specified skills and personal qualifications.	• Choose or adapt clothing to meet special health needs of family members. • Use cleaning procedures for clothing and household textiles that give no allergic reactions to persons cleaning or wearing the clothes, that produce no air or water pollutants; and do not produce safety hazards.	• Be aware of the variety of situations and events which have an influence on fashion trends. • Realize psychological benefits to recipients of favorable merited comments about appearance. • Recognize the benefits on relationships from sincere compliments about appearance, clothing worn, or ability to make textile items. • Recognize the interrelating factors which make clothing a significant force in various business and social situations and in various cultures.

Module: THE "INSIDE STORY" OF CLOTHING

Learning Outcome:

Use judgement in applying advanced construction skills to various fabrics and garments for self and family members.

Behavioral Outcomes:

1. Identifies the purposes of linings and interfacings and differentiates between them.
2. Demonstrates how to insert linings and interfacings.
3. Evaluates various seam and hem finishes and chooses appropriate ones for specific garments.
4. Applies knowledge about the insides of ready-to-wear clothing when selecting such clothing for purchase.

Suggested Learning Experiences:

- Read in resource material about linings and interfacings. Then examine garments having both. Analyze the appropriateness of each for these garments. (1,4)
- Consult handouts and other resource materials on the names, types, weights, colors, uses, and ways of applying interfacings and linings. (1,2)
- Observe a demonstration on applying interfacings and sewing in linings. Do a sample amount of the sewing to get the feel of doing it. (2)
- Discuss appropriate seam and hem finishes for both lined and unlined garments. (3,4)
- FHA Experience: Arrange a field trip to a tailor's workshop to hear explanations on what to use for interfacings and linings, and when and why each is used. Also to observe a demonstration on attaching them to a garment. (1,2,3)

Suggested Measurement of Student Progress:

- Give a written test on purposes and types of linings and underlinings. (1,2)
- Evaluate a finished tailored garment in terms of previously identified standards relating to linings and underfacings. (2)
- Evaluate seam and hem finishes for both lined and unlined garments, and give reasons for your ratings. (3)

Suggested Module Titles:

Special Fabrics: Special Techniques
Creating Tailored Clothing
Alter and Restyle Clothing for Cash

CLOTHING AND TEXTILES

MANAGEMENT
Level V: 4 hours

Module: THE NATURAL FIBER STORY

Learning Outcome:

Know characteristics of fibers as they relate to use and care.

Behavioral Outcomes:

1. Identifies the four natural fibers and their sources.
2. Distinguishes characteristics, qualities, advantages, and disadvantages of each of the four natural fibers.
3. Identifies the relationships between a fiber's physical structure and finished fabric qualities.
4. Selects appropriate natural fibers for particular garments whether purchased or constructed.

Suggested Learning Experiences:

- Show and discuss a filmstrip that describes the origin and characteristics of the natural fibers. (1,2,3)
- Examine samples of each of the natural fibers and perform experiments to identify properties of each. (1,2,3)
- Divide into four groups and each prepare a bulletin board on characteristics, qualities, advantages, and disadvantages of one of the fibers. (1,2,3)
- Play "Guess What Fiber I am," using descriptions of a variety of fibers. (3)
- Visit a fabric store, record prices of fabrics made from natural fibers and compare them with prices of fabrics made of synthetics or a combination of natural and synthetic fibers. (2)
- Use a comparison chart to determine which fabric will be most economical and best suited for making a garment in class. (4)
- FHA Experience: Arrange a field trip to a textile mill to observe production and processing of fabrics and to determine how the processes affect the fabric's characteristics. (2,3)

Suggested Measurement of Student Progress:

- Using unknown fabric samples, perform various tests to determine the fiber content. (1)
- Chart characteristics and properties of the four natural fibers. (1,2)
- Make a crossword puzzle on natural fiber identification and qualities. (1,2,3)
- Evaluate selected fabrics using the information on the comparison chart. (4)

Related Module Titles:

Special Fabrics: Special Techniques
Fit Clothing to the Family
A Future in Clothing and Textiles

CLOTHING AND TEXTILES

BUYMANSHIP
Level V: 5 hours

Module: FITTING READY-TO-WEAR CLOTHING

Learning Outcome:

Be able to alter ready-to-wear clothing for self and others.

Behavioral Outcomes:

1. Identifies garment alteration techniques to meet specific needs.
2. Applies basic fitting principles when planning alterations.
3. Alters ready-to-wear clothing for herself or himself and others.

Suggested Learning Experiences:

- Observe a demonstration and list various garment alteration techniques. Supplement the list with other alterations often needed. (1)
- Relate to class members personal difficulties you encountered because a garment did not conform to a size standard. (2)
- Discuss the advantages and disadvantages of fitting a garment wrong side out. (2)
- Invite an alteration specialist from a local store to class to discuss and demonstrate alteration techniques. (1,2)
- Decide on and complete simple alterations on a ready-made garment. (3)
- Compile a list of prices currently charged for basic alterations by local clothing stores, independent dressmakers, and tailors. (1)
- FHA Experience: Conduct a spring "fix it" clinic in the school for mending and simple alterations. Use it to add money to chapter funds. (1,2,3)

Suggested Measurement of Student Progress:

- Observe students role playing fitting procedures. (1,2)
- Evaluate student techniques for altering garments. (3)

Related Module Titles:

The Inside Story of Clothing
Alter and Restyle Clothing for Cash
Fit Clothing to Your Family

CLOTHING AND TEXTILES

BUYMANSHIP
Level V: 10 hours

Module: SPECIAL FABRICS: SPECIAL TECHNIQUES

Learning Outcome:

Discriminate effectively among fabrics that require special handling for construction and care.

Behavioral Outcomes:

1. Identifies special fabrics which require special handling.
2. Identifies special construction techniques that different fabrics require.
3. Demonstrates correct construction techniques when working with special fabrics.

Suggested Learning Experiences:

- Examine a display that identifies fabrics which require special handling (for example, velvet, fake fur, vinyl) and gives guidelines for their use. (1)
- Choose one special type of fabric and investigate the techniques to use in cutting, sewing, and finishing it. (1,2)
- Observe a demonstration of construction techniques for special fabrics. (2)
- Plan and complete a project using a special fabric. (1,2,3)
- FHA Experience: Develop an information booklet on how to handle special fabrics. (1,2)

Suggested Measurement of Student Progress:

- Give a written test on special fabrics and construction techniques for them. (1,2)
- Evaluate oral reports of learnings from projects. (1,2,3)

Related Module Titles:

The Inside Story of Clothing
Creating Tailored Clothing
Forces of Fashion Change for Clothing

CLOTHING AND TEXTILES

LEISURE
Level V: 12 hours

Module: CREATING TAILORED CLOTHING

Learning Outcome:

Use leisure time to encourage potential creativity, extend skills, develop hobbies, or to sew for profit.

Behavioral Outcomes:

1. Identifies characteristics of well-tailored garments.
2. Chooses patterns and fabrics that are in line with skills, available time, purpose of garment, and available money.
3. Produces well-tailored garments that bring wardrobe savings.

Suggested Learning Experiences:

- View a filmstrip and examine fabric samples showing tailoring techniques. (1,2)
- Visit tailored garment sections of department stores to examine best quality garments. (1)
- Read the labels on fabric bolts and on hangtag labels in comparison shopping, then decide on the fabric and pattern and appropriate notions for making a garment you have decided on. (2)
- Make the garment described above, following instructions on the pattern envelope and from demonstrations by the teacher. (3)
- FHA Experience: Arrange a fashion show for paid admission in conjunction with a local department store where class-made garments are shown alternately with tailored garments from store. Place proceeds in FHA chapter fund. (3)

Suggested Measurement of Student Progress:

- Objective test to evaluate knowledge of why tailoring differs from making garments that do not need special tailoring techniques. (1)
- Evaluation of fabric and pattern in a garment, its workmanship, and the finished product. (2,3)

Related Module Titles:

A Future in Clothing and Textiles
Faces of Fashion Change for Clothing
Alter and Restyle Clothing for Cash

CLOTHING AND TEXTILES

LEISURE
Level V: 8 hours

Module: LEISURE-TIME HOBBIES USING FABRICS

Learning Outcome:

Utilize leisure time to save money by making needed household textile items which may also contribute to expressing individuality or family values.

Behavioral Outcomes:

1. Identifies skills and equipment for creating leisure-time products of fabrics.
2. Analyzes personal potential and available time to pursue hobbies related to fabrics.
3. Utilizes and increases skills by making products of fabric for home accessories or articles for sale.

Suggested Learning Experiences:

- Examine books and magazines to gather ideas for individualizing fabric products for home furnishing accessories, clothing, or clothing accessories. (1,2,3)
- Visit a textile craft shop to augment book and magazine ideas about fabric products for home or wardrobe accessories. (1,2)
- Make a checklist of fabric-type craft possibilities noting time, skills, and expenditures required. (2)
- Develop an idea notebook which includes sketches or pictures of articles in your areas of interest. (2)
- Consult resource materials and watch demonstrations while making a project of your choice, including one that requires development of new skills. (3)
- FHA Experience: Visit a senior citizen center to study the handiwork of senior people. Report your impressions to your classmates. (1,2)

Suggested Measurement of Student Progress:

- Make a list of sewing skills and other skills needed, and equipment required, for a particular hobby or leisure-time pursuit. (1)
- Describe an article you would like to make which would involve new or advanced skills. (1,3)
- Evaluate an article made in class in relation to its purpose and new skills acquired in making it. (3)

Related Module Titles:

Creating Tailored Clothing
Clothing and Culture
Alter and Restyle Clothing for Cash

CLOTHING AND TEXTILES

CAREER
Level V: 10 hours

Module: ALTER AND RESTYLE CLOTHING FOR CASH

Learning Outcome:

Seek part-time job to explore more aspects of available clothing or textile occupations and test interest for the field.

Behavioral Outcomes:

1. Assesses his or her own skill and interest in clothing construction to supplement available income.
2. Organizes and carries out clothing alteration projects to supplement income.
3. Analyzes satisfactions, dissatisfactions, monetary returns, and employment possibilities as bases for advanced training for employment in textiles or fashion.

Suggested Learning Experiences:

- Take a trip to a second-hand clothing store to analyze possibilities for alteration or adjustment to give a second useful life to a variety of garments. (1)
- Compare quality and price of carefully chosen second-hand clothing with quality and price of comparable new clothing. (1)
- Exchange experiences with classmates about personal experiences with new garments that needed alterations. Identify types of alterations that made some purchases worthwhile, and types that made other purchases poor buys. (3)
- Investigate retail store costs of alterations and costs of dressmaker services for making or altering new garments. (1,3)
- Discuss budgets in relation to freeing money for other desired uses when clothing can be remodeled for additional service. (1,3)
- Compile guidelines to use for major fitting problems in altering clothing. (2)
- Alter or remodel a garment for a specific person. (2)
- FHA Experience: Arrange a clothing rummage sale together with other chapter members to help distribute good outgrown clothing. Distribute alteration guidelines to customers. Allocate proceeds to FHA chapter funds. (2)

Suggested Measurement of Student Progress:

- Evaluate the guidelines for altering clothing to fit better. (1,2)
- Evaluate the work done in altering or remodeling a garment. (2)
- Write a summary of class learnings about improving wardrobes at minimum cost, and using sewing skills to save money. (1,3)

Related Module Titles:

Fit Clothing to Your Family
Leisure-Time Hobbies Using Fabrics
Fitting Ready-to Wear Clothing

CLOTHING AND TEXTILES

CAREER
Level V: 4 hours

Module: A FUTURE IN CLOTHING AND TEXTILES

Learning Outcome:

Know several channels for locating job training opportunities or job vacancies for specified skills and personal qualifications.

Behavioral Outcomes:

1. Identifies career opportunities in clothing and textiles.
2. Investigates prospective careers: employment outlook, required training, working conditions, and personal qualifications.
3. Develops short-term and long-term plans for career preparation.

Suggested Learning Experiences:

- View a filmstrip on career opportunities in clothing and related areas. (1)
- Invite resource people from school or community to participate in panel discussion on career opportunities in clothing and textiles. (1,2)
- Illustrate career possibilities in clothing and textiles on the bulletin board and have a class discussion about them. (1,2)
- Survey local clothing and textile-related employment. Compare opportunities with regard to salary, education, and required experiences. (2)
- Prepare list of short-term and long-term plans necessary for clothing or textiles career preparation. (3)
- FHA Experience: Plan an assembly program on careers with representatives from the local community, businesses, and educational institutions. Emphasize clothing and textiles career possibilities. (1,2,3)

Suggested Measurement of Student Progress:

- Write a paper on a selected career in clothing and textiles that appeals to you discussing short-term and long-term goals. (1,2,3)
- Report on an interview with a person employed in a career related to clothing and textiles using a format established in class. (2)

Related Module Titles:

Alter and Restyle Clothing for Cash
Clothing and Culture
Forces of Fashion Change for Clothing
Leisure-Time Hobbies Using Fabrics

CLOTHING AND TEXTILES

HEALTH and SAFETY
Level V: 12 hours

Module: FIT CLOTHING TO YOUR FAMILY

Learning Outcome:

Choose or adapt clothing to meet special health needs of family members.

Behavioral Outcomes:

1. Identifies clothing needs of family members.
2. Lists factors to consider when selecting clothing for family members.
3. Plans and constructs, or selects and remodels ready-to-wear clothing for family needs.

Suggested Learning Experiences:

- Discuss variations in individual family values and goals and relate them to clothing needs. (1)
- Develop a checklist of special considerations regarding your family's clothing. (1,2)
- Construct or remodel an article of clothing to fit the needs of a family member. (3)
- FHA Experience: Prepare a display of before and after pictures of garments remodeled by class members. (3)

Suggested Measurement of Student Progress:

- Determine how flexible a checklist is which has been developed for evaluating a given family's needs for clothing. (1,2)
- Evaluate class projects. (3)

Related Module Titles:

Creating Tailored Clothing
Keeping Baby's Clothes Clean
Clothing and Culture
Fitting Ready-to-Wear Clothing

CLOTHING AND TEXTILES

HEALTH and SAFETY

Level V: 4 hours

Module: KEEPING BABY'S CLOTHES CLEAN

Learning Outcome:

Use cleaning procedures for clothing and household textiles that give no allergic reactions to persons cleaning or wearing the clothing, that produce no air or water pollutants, and that do not produce safety hazards.

Behavioral Outcomes:

1. Identifies cleaning procedures appropriate for baby clothes.
2. Selects safe cleaning procedures for baby clothes.
3. Analyzes factors which cause allergic reactions and determines ways of eliminating these factors.

Suggested Learning Experiences:

- Read assigned resource material in textbooks, government pamphlets, or magazines relating to criteria for selecting cleaning products and procedures for keeping a baby's clothes clean. (1)
- Survey families with young children to determine what cleaning products and cleaning procedures they use for baby clothes. (1)
- Collect magazine and newspaper advertisements of cleaning products for baby clothing and analyze them using available references. (1,3)
- Using the results of the survey mentioned above and the results of analyses of products advertised, prepare a chart of desirable and undesirable cleaning products for baby clothes. (2)
- Interview a pediatric nurse on allergic reactions of babies to clothing. (3)
- FHA Experience: Prepare a poster on care of baby's clothing. (1,2,3)

Suggested Measurement of Student Progress:

- Write a paper on products and procedures for cleaning baby clothing. (1)
- Suggest appropriate products and procedures for cleaning baby clothing, citing desirable characteristics. (2,3)

Related Module Titles:

Fit Clothing to Your Family
The Natural Fiber Story
Special Fabrics: Special Techniques

CLOTHING AND TEXTILES

RELATIONSHIPS
Level V: 5 hours

Module: CLOTHING AND CULTURE

Learning Outcome:

Recognize the interrelating factors which make clothing a significant force in various business and social situations and in various cultures.

Behavioral Outcomes:

1. Identifies self-adornment as a universal element in all cultures.
2. Determines reasons for and significance of the variations in clothing within and among cultures.
3. Examines ways clothing reflects ecology, societal attitudes, values, and changes.

Suggested Learning Experiences:

- Explore the library for examples of self-adornment used in various cultures at various times. (1)
- Prepare a bulletin board illustrating clothing from various countries and time periods. (2)
- Compare and contrast fashions of different time periods within three or four family generations. (3)
- Trace an article of clothing back in history and show how it has changed. (4)
- FHA Experience: Plan a fashion show of changing fashion through the years to raise funds for chapter expenses. (4)

Suggested Measurement of Student Progress:

- Give a quiz on terms for functions of dress. (1)
- Identify the country and time period shown in several clothing illustrations. (2)
- Write a paper on similarities and differences of fashion within three or four family generations. (3)
- Write an essay giving examples of fashion which reflect changing values in today's society. (4)

Related Module Titles:

Forces of Fashion Change for Clothing
Fit Clothing to Your Family
The Natural Fiber Story

CLOTHING AND TEXTILES

RELATIONSHIPS

Level V: 3 hours

Module: FORCES OF FASHION CHANGE FOR CLOTHING

Learning Outcome:

Be aware of the variety of situations and events which have an influence on fashion trends.

Behavioral Outcomes:

1. Describes fashion trends in history.
2. Cites how fashion changes relate to societal and economic factors.
3. Analyzes fashion trends in relation to clothing preferences.

Suggested Learning Experiences:

- Read about and discuss various styles of clothing and how they have changed throughout history. (1)
- View a filmstrip showing societal and economic influences on fashion. (2)
- Visit a local history museum to study its display of historical costumes. Determine the societal and economic interrelationship of each period of history represented. (1,3)
- List your personal clothing preferences and state your reasons for them. (3)
- Discuss words which relate to fashion and fashion change. (1,2)
- FHA Experiences: Prepare an illustrated display of costumes through the ages. (1,2)

Suggested Measurement of Student Progress:

- Write an essay discussing ways various world events have influenced fashion changes. (1,2)
- Prepare a report of a distinct fashion period using pictures to illustrate factors responsible for changes. (1,2)
- Using clothes from your present wardrobe, list the factors in them which reflect trends. (3)

Related Module Titles:

Fitting Ready-to-Wear Clothing
Fit Clothing to Your Family
Clothing and Culture
Leisure-Time Hobbies Using Fabrics